

**TEACHERS' PERSPECTIVE TOWARDS THE USE OF
INTERNET FOR FINDING THE MATERIAL IN ENGLISH
LANGUAGE TEACHING AND LEARNING**

(A Case Study to the English Teachers of SMP Negeri 01 Kecamatan Kubu, SMP
Negeri 01 Arang Limbung and SMP Negeri 02 Adi Sucto)

AN ARTICLE

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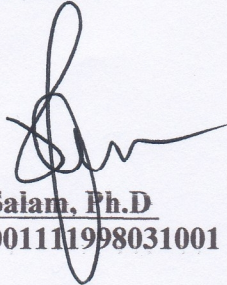
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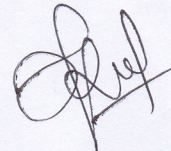
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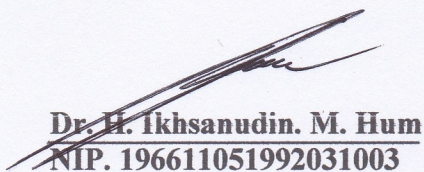
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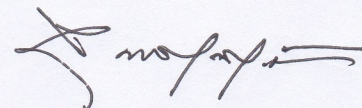
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Abstract: This study aims to describe the teachers' perspective towards the use of Internet in English language teaching and learning. The subjects of this study were eight English teachers from three junior high schools in different locations. This research used case study, involves three instruments such as, demographic question, questionnaire and interview, and described triangulation data to the findings. Based on the findings, the teachers had positive perspectives in using Internet as the appropriate tool for finding the material although some of them did not use Internet. The teachers who did not use Internet stated that they did not have Internet ability because they did not well-trained in using it. Particularly, the case was caused by the teachers' age and teaching period. Even though, they were old generations, they were interested in using Internet. In order to improve their Internet skills, they needed training.

Key words: Teachers' Perspective, English Language Teaching, Internet

Abstrak: Penelitian ini bertujuan untuk menggambarkan pengalaman guru dan kepercayaan guru terhadap penggunaan media Internet dalam pembelajaran bahasa Inggris. Partisipan dalam penelitian ini adalah delapan orang guru SMP dari tiga sekolah yang berbeda. Penelitian ini menggunakan metode studi kasus dengan menggunakan instrumen pertanyaan demografik, kuisioner dan wawancara dan menjabarkan semua instrument tersebut di bagian temuan penelitian. Berdasarkan hasil penelitian, guru tersebut mempunyai pandangan yang positif terhadap penggunaan Internet sebagai media yang tepat dalam mencari materi meskipun beberapa dari guru tersebut tidak menggunakan Internet. Guru yang tidak menggunakan Internet menyatakan bahwa mereka tidak mempunyai kemampuan berinternet karena mereka tidak terlatih dengan baik dalam menggunakan Internet. Hal ini disebabkan oleh faktor usia dan pengalaman mengajar. Meskipun mereka termasuk generasi tua, mereka tetap tertarik dengan penggunaan Internet. Untuk meningkatkan kemampuan Internetnya, guru tersebut membutuhkan pelatihan.

Kata kunci: Pandangan guru, pembelajaran bahasa Inggris, Internet

When talking about learning through ICT, it was inseparable from the use of Internet in supporting teaching learning activity. All the aspects of the schools had been infected by technology, such as systems, products, and

methods. Curriculum, administration, assessment are the members of teaching learning process, has been influenced by the changing of traditional system into technology and communicating of the explosive expansion of the Internet. The use of Internet created a variety of ways to support teaching learning activity, especially language learning. As internet became a new platform in educational, it provided the flexibility and convenience in language learning. The time and place became more effective to learn language. Generally, the students cannot improve their languages well. It was caused by the limitation of knowledge and the poor of furnished.

The use of Internet has been touched all educational aspects. One of the aspects is teaching strategy. Generally, the teachers taught their students based on the available English book. They delivered the knowledge from the book. Particularly, they did not use another tool during teaching activity. When Internet came in school, they tried to find another source in order to make their teaching more interesting. On contrary, the use of Internet was not followed by the teachers' skills in using it. Some teachers knew and used it in English teaching whereas the remains did not. The Internet skills were influenced by the teachers' age, teaching period, their beliefs and attitude. The teachers who have not competence in using Internet say that the important factors which influence them in using Internet are insufficient experience, personal characteristics and attitude (Tezci, 2010).

In English language teaching and learning, each student had different perception in English subject matter. The role of the teacher was to help them in understanding and comprehending their English lesson. To help them in mastering their target languages, the teacher created an innovative teaching in classroom. Preparing the interesting material should be one of the ways to integrate the students' perspectives. So, Internet was in school. Internet had many advantages for teachers. For the teachers, Internet could be an alternative tool to find English sources. Since Internet provided a lot of information, it was easy to find an appropriate material for English language teaching and learning.

Based on previous research, Shin & Son (2007) conducted a research for Korean secondary school EFL teachers in Kyungki and Chungnam provinces in Korea. Based on the findings, a half of participants (51 out of 101) used Internet for teaching purposes and the remains did not use it (Shin & Son, 2007). The teachers who regularly used Internet said that they prepared the material from the Internet. The Internet sources were varied, up to date and authentic. Nevertheless, the teachers who did not use Internet put their statements that they did not have much time to find the material, they were not interested in using Internet and the Internet resources were difficult to understand and obtain (Shin & Son, 2007). In this term, the researcher would be analyzed the teachers' Internet usage, teachers' perspective and teachers' IT skill. This study would be conducted in three different schools locations, there are SMP Negeri 01 Kecamatan Kubu, SMP Negari 01 Arang Limbung and SMP Negeri 02 Adi Sucipto.

Method

To get and find the result, this study took case study as method of this research. According to Gerring (2007, p. 17), “A case study may be understood as qualitative method, utilizing a particular type of evidence and employing triangulation data”. In this study, the researcher took 8 English teachers which were from SMPN. 01 Kecamatan Kubu, SMPN. 01 Arang Limbung, and SMPN. 2 Adi Sucipto. In case study research, the researcher took three instruments. They were demographic data, questionnaire and interview. The demographic question described about personal information, Internet access for finding the material, Internet application, and Internet training. The questions were taken from Khassaweh (2012). Questionnaire was used to know the Internet access for finding the material, the reason of using Internet, students’ interest, and Internet training. It was adopted from Sin & Son (2007). Interview was used to strengthen teachers’ perspectives including the use of Internet, students’ interest and the advantages and disadvantages of Internet.

The statements on the questionnaire were systematically written to express the four indicators of this study and then categorized into four levels: Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA). In this study, the researcher used semistructured interview. Hancock and Algozzine (2006, p. 40) put the explanation about semistructured interview. They say that semistructured interviews invite interviewees to express themselves openly and freely and to define the world from their own perspectives, not solely from the perspective of the researcher.

Result and Discussion

A. Result

a) Teachers’ Internet Usage

Developing the information, the researcher asked the teachers about their Internet access. Based on the data, a half of participants used Internet in their teaching and the remains did not.

“Yes, I do”. (*Interview: Teacher 1*)

“No, I do not”. (*Interview: Teacher 2*)

“Yes, I do. I like to use Internet in my teaching”. (*Interview: Teacher 3*)

“Yes, I do. I take pictures and dialogues. So, the students feel happy. But, in realize my friend always helps me to find the material”. (*Interview: Teacher 4*)

“Yes, I do. But, I seldom use Internet in my teaching”. (*Interview: Teacher 5*)

Most participants agreed that in today’s education they have moved beyond their traditional strategies in English teaching. The fact proved that they were required to use the media with the higher order skills. Internet shift teachers’ traditional attitude who thought textbook became the only relevant knowledge for the students. The teacher, who did not use it, still did not recognize how important Internet for English language teaching and learning.

Nevertheless, educators considered that the use of Internet focused on finding the material. To prove this statement, some interview data were included on this research.

“Internet helps me to find English material. The materials which are provided on the Internet, are interesting, easy to find, and easy to operate”.
(Interview: Teacher 1)

“The reasons why I use Internet are to find the material, the materials are interesting, various and appropriate with the school curriculum”.
(Interview: Teacher 3)

“I use Internet is to find the materials and the materials explains more than textbook.” (Interview: Teacher 4)

“Internet has a lot of Information, especially English material.” (Interview: Teacher 5)

There were few teachers who are not appreciated the Internet usage for finding the material. When the participants were approved being teachers, Internet did not yet present at the school. Automatically, they were not familiar with the Internet. Since Internet did not touch in their teaching, they did not well-trained on it. The case was supported by the teachers’ age. All teachers were old generation. Their ages were about 41 – 55 years old. When Internet presented in educational field, they should be adapted. Because they did not have Internet skills, they were lack of confidence to adjust it in their teaching activities.

To strengthen their perceptions, they argued that the material from Internet was difficult to combine with English book. It was such an obstacle for them to apply Internet material in their classrooms. In questionnaire data, they also stated that they disagreed if Internet could replace the textbook. Traditional teaching often set a goal of English learning to wider contents. Consequently, they were difficult to deliver the information to the students. And the students did not catch up and process the information as well as the teachers’ expectations. The relatively teachers’ answers were less confidence to take a benefit from Internet. The supporting factor for this case was the teachers did not have Internet skills.

b) Teachers’ perspective towards the use of Internet

Teachers’ perspective towards the use of Internet was mainly discussed in this research. This attitude gave different perception about the use of Internet. Basically, the teachers who had positive perspectives in using Internet usually used Internet in their teaching activities whereas the teachers who did not believe with Internet potential refused to apply this media in their classes. The table below showed the teachers’ attitude toward the use of Internet.

Initially, the teachers agreed with the statement which said that “I believe that Internet successes in English language teaching and learning”. When Internet came to school, it touched all the school’s aspects. In this case, the use of Internet was to find the English material. Particularly, the teachers who stated that they used Internet in their teaching realized Internet gave much influences in teaching

process. The teachers' beliefs carried out positive perceptions about the use of Internet. Consequently, they usually used Internet in their teaching.

Particularly, Internet skill was mastered by individual learning or taking Internet training. When the teachers had the Internet abilities they could use Internet to find the material and combine it with the book. This ability was supported by their time frequency in using Internet. If they spent much time to find the material, they also gained their understanding about Internet. In conclusion, their understanding about the Internet was depended on their abilities and their frequencies in using Internet.

The researcher asked their opinion about the use of Internet in English language teaching. Their answers were:

“Yes, it does. I can find English dialogue, video, text, PowerPoint, and picture.” (*Interview: Teacher 1*)

“Yes, it does. Internet helps me to find the material easily and saves my time. So, I do not spend too much time to prepare the material.” (*Interview: Teacher 3*)

“Yes, it does. Internet really helps me in English language teaching and learning. When I explain about singular and plural, I use Internet source.” (*Interview: Teacher 4*)

“Yes, it does. Internet helps me to find the appropriate media. The Internet offers attractive media and interesting material.” (*Interview: Teacher 5*)

Mostly they agreed that Internet helped them for finding the material. The interviews above encouraged the teachers to take a look the beneficial of Internet. Internet provided lot of source. The sources were authentic and interesting. Video, audio, picture, dialogue, text, and PowerPoint were several online application on Internet. The Internet access was easy to find the material and not time consuming. The teachers could save their time. Based on the Internet advantages, the positive attitude appeared to prove that Internet was really suitable for English language teaching and learning..

As Internet evolved, it tended to be more precious in English language teaching. The Internet's potential widely spread around the educational field, particularly in English teaching. The teachers' perspective toward the use of Internet should be accounted to build up their positive attitudes in Internet usage. The positive perception created a new teaching environment which declared the students' attitude. The students, who were interested and motivated, agreed that they were easy to understand the material. Their improvements carried out their accessibility to gain their capabilities in English learning.

From the previous result, a half of teachers stated that they had Internet access to find the material whereas the remains did not use it. Based on the result of demographic data, the teachers agreed to join the Internet training if they had the opportunities. Even though they could learn by themselves, they still needed training to enrich their capabilities in using Internet. All teachers strongly agreed

that they had to develop their understanding and comprehending about the Internet.

Negative perception toward the use of Internet gave bad effect for the teachers. They did not confine themselves to do this. Identifying and delivering the material had been done by using textbook. Because their beliefs decreased, they stayed away from the use of Internet. They did not believe that Internet helped them to reach the goal of English teaching. Their perspectives came when they realized that Internet gave many disadvantages for them.

“I disagree if the students use Google Translation and Wikipedia. The students just copy the translation without analyzing.” (*Interview: Teacher 1*)

“The disadvantages of Internet are difficult to combine with the textbook and, the students do not use Internet appropriately.” (*Interview: Teacher 2*)

“Takes a long time to download the material and the downloading needs a cost are the disadvantages of using Internet.” (*Interview: Teacher 3*)

“If the user does a criminal on Internet, it becomes the disadvantage of Internet usage.” (*Interview: Teacher 4*)

The disadvantages became the teachers’ consideration to determine what they should do with Internet. The use of Internet applications such as Google Translation and Wikipedia, were not appropriate for the students. They thought that the students just copied and, did not analyze the English grammatical again. Also, they felt difficult to combine with the textbook. Since the downloading was time consuming, they realized that they did not have much time to do this. However, teacher 2 was afraid if the students did not use Internet appropriately. She was worried if they did something worse from themselves. To strengthen the answer, teacher 4 agreed that Internet had some criminals for the users. They had to be selective in using Internet.

Because a half of respondents did not use Internet in their classes, it became the supporting factor that influenced them to refuse Internet in their teaching process. The Internet skill was also needed to find the material. The teachers, who did not have the abilities, could not use Internet to find the material and combine it with the textbook. The teachers should be set up their minds to believe that Internet gave many advantages for their teaching. If they thought Internet capabilities were the big stone in finding the material, they could take training. The training was offered to develop their skills.

c) Teachers’ IT Skill Development

The importance of Internet training was argued by one participant. Since the participant did not have much time to do it, she or he refused to join the training. Key to success in improving the teachers’ Internet abilities was to join in suitable training. Internet learning was a process to reach a goal in Internet usage. The contribution of Internet training significantly gave many advantages for the

participants. The researcher asked the teachers to take the Internet if there was training for them. According to the result, all teachers agreed to join in Internet training if they had the opportunity. The opportunity came to help them developing their Internet skills. Developing Internet skill was needed to encourage them in providing and preparing the subject matter for their students. Although the teachers had different perceptions in using Internet, they believed that they could improve their Internet capabilities by joining the training.

When the opportunity came to the teachers, the teachers' expectations have been set up in that training. Some teachers wanted to join the training because they expected to learn the basic of Internet operation. Based on the previous data in teachers' Internet usage, a half of teachers did not use Internet. They realized that Internet could help them in teaching process. So, they hoped that they could study more about the use of Internet. On the other hand, the teachers assumed Internet training really helped them in encouraging and improving their Internet skills.

Discussion

Based on data findings among the teachers in different school locations, there are several things can be identified. The teachers know about Internet in education, and some of them use it during their teaching process. The use of Internet gives some benefits for the teachers, especially English teachers. One of the advantages is, easier to search and find the material. The teachers use Internet to prepare their teaching materials in order to make their teaching difference and creative (Ismail, et al, 2010 cited from Chan Lin et al, 2008). English teaching with Internet is a new innovation in education. According to Yanik (2010), "Introduction of Internet into education system has resulted in structural changes in education". This statement is concerned with keeping teachers engaged in teaching, and developing the teaching strategy that will make teaching more interesting and reach the goal of teaching objectives. In this study, Internet is used to find and prepare the material. The must also learn how to use specific search tools in order to access information, search for lesson plans, or material and ideas to supplement their lessons (Singhal, 1997). Moreover, this study focuses on Finding English material through Internet.

In order to know teachers' perspective towards the use of Internet in English language teaching and learning, this research conducts the notion of "teachers' Internet usage, teachers' perspective and teachers' IT skill". A half of teachers have teaching experiences 15 until 20 years. Then, another teacher has been taught more than 25 years. Based on Andoh's (2012) study, mostly teachers who have long experiences spend less than their available time in using Internet. Then, one of the factors that determine the extent to which teachers use computers in their classes maybe the number of years they have been teaching (Afshari et al, 2008). As a result, the Internet skill is depended on their teaching period.

In this study, there are some teachers are not appreciate the Internet as the tool for finding the material. Another factor which is affected in this case is, they are not

familiar with the Internet. Because Internet does not touch in their teaching, they do not well-trained on it. The teachers get so much frustration in finding the material from Internet and combining the material with the goal of English teaching (Mekhlafi, 2004). The relatively teachers' answers are less confidence to take a benefit from Internet. The crucial case is caused by the teachers' abilities in Internet usage. Based on the findings, a half of participants do not have much competence in using Internet. It is supported by their understanding in combining the material with textbook and their perceptions which are thought that Internet could not replace the textbook.

Although the teachers have different perceptions in using Internet, they believe that they can improve their Internet capabilities by joining the training. All teachers agree to take Internet training. The contribution of Internet training significantly gives many advantages for the participants. Mekhlafi (2004) says that training is very crucial for the teachers in order to guarantee satisfaction and avoid or, at least reduce, frustration. Furthermore, the teachers' expectations are to learn more about the use of Internet.

To strengthen the findings, the researcher analyzes the teachers' perception in Internet usage. In this case, the perspective is divided into two parts; negative perspective and positive perspective. Particularly, the teachers who have positive perspectives in using Internet usually use Internet in their teaching activities whereas the teachers who do not believe with Internet potential refuse to apply this media in their classes. The positive view indicates that the teachers frequently use Internet in their teaching activities. The teachers who have positive attitudes toward the use of Internet, they regularly take the advantages from it and put it as the alternative way to help them during teaching and learning process (Andoh, 2012).

The negative perspective is appeared when they do not have any Internet skills and, are not confidences in using it. Some teachers, who do not have any background in using Internet, believe that they have not any skill in operating the Internet. They do not believe that Internet help them to reach the goal of English teaching. Their perspectives come when they realized that Internet gives many disadvantages for them. The teachers who have not competence in using Internet say that the important factors which influence them in using Internet are insufficient experience, personal characteristics and attitude (Tezci, 2010).

Conclusion

This study has demonstrated that teachers have positive views on the use of Internet for finding the material. In practicing, a half of teachers prepared the material from Internet whereas the remains do not. The difficulties are appeared to be caused by the teachers' age, the difficulties in finding the material and integrating with the textbook, and teachers' Internet skill. Since the teachers are old generations, they are not well-trained in using Internet. Furthermore, they are lack of Internet capability. So, they feel difficult to find the material and prepare it for their teaching. To reduce the difficulties, the teachers are required to take Internet training. In fact, only 2

teachers have been already joined the training, and one of them is not satisfied with the training. Even they have positive perspective about the use of Internet for finding the material, their Internet skills do not improve yet.

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